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ABSTRACT

A four-week summer project for 100 rural tenth graders in the University of Alabama's Biomedical Sciences Preparation Program (BioPrep) enabled students to acquire and apply social sciences research skills. The students investigated drinking water quality in three rural Alabama counties by interviewing local officials, health workers, and citizens. They attended classes on water issues and research skills and used campus research resources. Students presented their research results and ideas about problems and solutions in a public forum at the close of the project. Students learned and applied basic social research skills, learned about their communities, thought critically about issues, gained self-confidence, and learned to work with others. The project demonstrated the feasibility and benefits of community-based social research projects conducted by students. Project designers recommended that such projects be offered during the school year to allow more time for students to learn more about topics, research skills, and data anaylsis. They recommended that everyone who would be working with students be involved in the planning process, that community and parental support be encouraged, and that limitations of data gathering in rural areas by recognized. Extensive appendices include citizen and organization interview questionnaires and daily schedules of student activities and classes. (LFL)

ED266918

TEACHING SOCIAL SCIENCE RESEARCH: AN APPLIED APPROACH USING COMMUNITY RESOURCES

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RC 015642

ABSTRACT

TEACHING SOCIAL SCIENCE RESEARCH IN HIGH SCHOOL:

AN APPLIED APPROACH USING COMMUNITY RESOURCES

The overall objectives of BioPrep include assisting students in developing an appreciation of one's own community in particular and the value of rural living in general. A coordinated series of activities implemented during the tenth grade and culminating in a summer program dealt directly with these objectives. Students acquired basic social science research skills and then applied those skills in an organized investigation of the structure and functions of their own communities. This paper describes the rationale for this project as well as its content and process, from initial planning through evaluation.

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Rural school systems face many of the same problems as those in other areas, but rural schools often face additional problems associated with limited local population and resources. However, these factors also present unique opportunities for special community-based educational activities designed for students.

Since one of the objectives of the BioPrep program is the development of an appreciation of life in rural areas, community-based activities directed toward the development of this appreciation have been included in special school-year sessions as well as the summer programs. In the ninth grade year, rural appreciation was developed by using an interdisciplinary approach to help the students explore the natural resources of rural areas and how people and modernization affect those resources.

During the tenth grade year, the focus of rural appreciation shifted to the resources and problems of rural communities. Since the ninth grade program had dealt primarily with the natural sciences, this new focus allowed the BioPrep staff to work directly with the students in the social sciences. This was of special concern because most rural schools teach only the most basic social studies courses, and the state of Alabama does not even require that social studies be included in the tenth grade curriculum. Therefore, through special sessions conducted during the school year and a four week summer program, an effort was made to overcome these deficiencies by providing the students with an educational experience incorporating research techniques from the social sciences. Additionally, it was hoped that a community-based research project would make the students aware of local resources and of some of the problems faced by their home communities.

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PLANNING THE PROJECT

One objective of the planned research project was for the students to learn how different organizations in the community directly and indirectly affect and are affected by the same problem. To accomplish this, it was decided to concentrate on a health-related research question that would provide a distinction between rural and urban areas, that would lend itself to a community survey, and that would acquaint the students with various businesses, government officials, and health and social service agencies in their communities.

After some preliminary planning and research, it was decided to have the students investigate the quality and availability of drinking water in their home county. BioPrep staff members were designated as county coordinators to be responsible for the research activities in each of the three counties. As the coordinators explored this topic in the counties, they soon discovered that a paucity of resources related to drinking water existed in both Greene and Hale Counties. Accordingly, the focus of the research activity was shifted to address the question, "How does the quality and availability of drinking water affect the quality of life in my county?'

Modifying the research question permitted the inclusion of agencies such as the district attorney's office and the county board of education, which are not related to either water or health, but which are important to the quality of life in the county. The West Alabama Planning and Development Council (WAPDC), which serves as the official planning agency for the region in which the three BioPrep counties are located, agreed to cosponsor the research project. This support made it easier for the county coordinators to establish links with the health, business, governmental, and social

service communities in all three counties. WAPDC's experience in researching various community issues and the research materials they made available were also integral to the planning and implementation of the research project.

While the three coordinators all had knowledge and experience in social research, none of them had studied water-related issues or health problems associated with water. Initially, a lot of their time was spent interviewing knowledgeable people from local, state, and federal agencies and departments such as both the Alabama and the U.S. Geological Surveys, the various city water departments, the Alabama Forestry Commission, the U.S. Soil Conservation Service, and the U.S. Corps of Engineers. They also contacted individuals from the private sector to learn about testing water quality, drilling water wells, and other water-related topics. They arranged for representatives of these agencies and firms to participate in the project in different ways. Some were asked to share their expertise on the geology and environment of west Alabama to provide the students with background information on water. Others agreed to be interviewed by students during the in-county portion of the program and/or to demonstrate some activity such as fish farming or water witching.

At the same time, they met with health care professionals in the communities and with officials from the District Health Department responsible for the area in which all three of the counties are located. These officials agreed to let the students observe clinics and other activities involving different types of health care providers.

To examine other aspects of the quality of life, the coordinators investigated additional agencies and businesses to discover any direct or

indirect links to drinking water and to learn how each entity contributes to the quality of life in the county. Arrangements were made for students to interview those people who could contribute to the research study.

As the coordinators learned about water and familiarized themselves with the communities, they were also designing the interview schedules, report outlines, and data analysis forms to be used in the research project, as well as developing lesson plans, class schedules, and other research materials for the students.

The community survey form was designed to be used by the students to interview county residents in the courthouse, grocery stores, shopping areas, and on the street. This short, structured schedule consisted of nine questions regarding demographic variables, four questions about the informant's source of drinking water, three questions about health care, six Likert-scale items regarding the quality of life and factors affecting it, and an open-ended question concerning problems facing the county. (See Appendix A, Citizen Interview.)

The organizational interview form, which was designed for the students to use when interviewing at the various agencies and businesses, was less structured, and several problems were encountered during its design. The questions had to be applicable in all three counties and in interviews with people ranging from a probate judge to a midwife, so they were deliberately designed to be generic and to fit in almost any situation. The form that was eventually developed consisted of 19 questions that concerning the purpose of the organization, the population served, funding, any activities related to water or health, and problems facing the organization. (See Appendix B, Organizational Interview.) It was hoped the students would use

this form primarily as a guideline, modifying existing questions and adding others relevant to the situation.

IMPLEMENTING THE PROJECT

The summer session was a four week program consisting of one week of preparation on campus (See Appendix C.), two weeks of research in the student's home counties, then a final week of concluding activities back on campus. Each of these segments presented its own problems in planning and implementation.

The first week was devoted to preparing the students to conduct the field research in the counties. However, since they were also involved in unrelated classes and activities, and because the 100 students had to be divided into smaller sections, class time devoted to this preparation amounted to less than two hours daily. (See Appendix D, Daily Schedule for Week One.) This allowed little more than a cursory examination of the issues and topics being discussed. During this time the staff hoped to accomplish four objectives. First, the students had to learn about water, especially about drinking water and problems related to it. Second, they needed to develop and practice interview techniques and other research skills. Third, they had to use resources available only on the University campus to research background information on their county. Finally, they needed to develop a general idea of the purpose and objectives of the research study.

To accomplish these objectives, each day the students studied water and related issues for one period and interview and research skills for a second period. As mentioned earlier, people who work with water-related issues on a professional basis were recruited to conduct the issues classes. These classes included lectures, films, and a tour of a water

filtration plant. The research classes were conducted by the county coordinators and included discussions about research problems, introductions to the interview forms, and role-playing to practice interview skills.

The students spent the middle two weeks of the program doing the actual field research in the counties. One aspect of the research consisted of small groups of students conducting the interviews previously scheduled by the county coordinators. Most of these were no more than formal interviews based on the unstructured interview form, but some included tours and/or demonstrations. Among these were the observation of WIC clinics at the health department, a tour of a sewage treatment facility, and a demonstration of techniques used at a local environmental consultant's laboratory.

Even though the students worked only half a day during this segment of the project, it was soon apparent that two weeks were enough for a thorough examination of the resources available in Greene and Hale Counties. This was particularly true regarding the community survey; by the middle of the second week, almost everyone encountered on the street had already been interviewed. Although this was not a problem in Tuscaloosa County, the coordinators found that student interest and enthusiasm was on the decline by the end of the second week. Despite these problems, the students interviewed a total of 1,122 people using the community survey form and investigated 126 different businesses, agencies, and other organizations in the three counties involved.

Original plans had called for the end products of the research project to be a public forum on the quality of life in west Alabama and a formal written report describing the results of the research. The students were

to learn to compile and analyze the data they collected and to present their results in the forum and report. However, as the planning progressed, it became obvious that these plans would have to be modified as there would be only one week to achieve these goals, particularly since the fourth of July holiday would fall in the middle of that week. (See Appendix E, Daily Schedule for Week Four.)

The students had coded the data they collected during the two weeks in the counties, but in the final week on campus, they had no opportunity to learn the skills necessary for a complete analysis of the results of their study. Computer printouts of those results were generated by faculty members of the University's College of Community Health Sciences, and a short class was held to familiarize the students with the printouts and to give them a brief exposure to the descriptive statistics that resulted from their work.

During this last week, most students attended classes taught by faculty members from the University's School of Communication. The objective of these classes was to assist the students in learning how to use a news medium as a tool to disseminate the results of their research. Unfortunately, since the faculty members involved were unfamiliar with the research project, they tended to concentrate on the mechanics of how to use the tools of the medium, such as video cameras, splicing machines, and word processors.

Several students from each county were selected to participate in the public forum, which was to be the culminating event of the summer session. A team of students from each county used preliminary results of the study to report on the organization of the overall community structure, with emphasis on the health care system. They also presented their ideas

regarding some of the present and future problems facing their county and discussed possible solutions. Other students participated in a panel discussion with community leaders regarding the quality of life in the west Alabama area and how it may be affected by changes in lifestyle due to population shifts and economic development.

Although the project did not result in a complete research report, for the most part the program was considered to be a success. The students learned some of the basic skills needed for social research and used them to gather information regarding the quality of life in their county. Through interviews and classes, they learned about water, about their county, and about some of the major problems facing their county. As they learned about the problems, they became interested in solving them and in planning for the future. They learned to ask questions of officials and of people on the street; they learned to express their opinions and to respect the opinions of others. They gained self-confidence and learned to work with others. The overwhelming majority of the students were eager to learn and to do a good job. They behaved accordingly and demonstrated the feasibility and possible benefits of community-based social research projects conducted by students.

OBSERVATIONS AND RECOMMENDATIONS

The study described was conducted in a four week period during the summer, after the students had been introduced to research related techniques at special sessions during the school year. However, there are several advantages to incorporating a study of this type into a regular high school curriculum, either as a social studies class or as an

interdisciplinary project involving the natural sciences, math, and/or English, as well as social studies.

A research study conducted during the school year would allow time for the students to explore various topics, formulate hypotheses, and decide on a research question. If the students have some input into the choice of topics, the one chosen will be more meaningful to them. If not restricted to a few weeks' time, the students would also have the opportunity to participate in the development of the research design and the construction of data collection instruments.

Another advantage of incorporating such a study into regular classes is that the students would have more time to learn the research skills needed to conduct the study. It is important that they possess interview skills and are comfortable with all interview and survey forms before beginning the actual data collection. For example, with practice using the community survey form, the students should become more confident in their ability to conduct such a survey, and the data they collect should be more reliable.

The students' abilities to conduct the unstructured interviews should improve as they learn about the research topic in class. Since they may need to tailor questions to fit the person or organization being investigated, using role play to practice conducting these interviews should sharpen their skills at asking pertinent questions and getting more indepth responses.

Due to time limitations, this project could not include more than a rudimentary introduction to data analysis and report preparation. Time should not be as great a problem during the school year, especially if these topics could be covered in other classes.

Whether a research project such as this is conducted during the school year or as a special project, it is vitally important that everyone who will be working with the students be involved in planning the study. Since such a study requires the cooperation of people from different areas, the persons responsible for each aspect of the study must also understand how what they do affects the research project as a whole.

It is also important to recognize the amount of time needed to become knowledgeable about the research topic and to plan the activities before the students are involved. It takes a surprising amount of time to schedule appointments, explain the project, and request the cooperation of people who may be useful as resources. It also takes time to discover who these people are.

Support obtained from the community was helpful in planning and conducting this program. Sponsorship of the study by an organization such as a university, the Chamber of Commerce, or the local planning agency gives legitimacy to the project in the eyes of the students and of the community. Because of their knowledge of the community, these organizations can provide helpful advice regarding local resources and problems.

Additional support can be found in parents and other family members. Not only are they valuable sources of information, they can sometimes use their contacts to help arrange for the students to gain access to other resources in the community. This is particularly true in rural areas, where people are more likely to know each other, and a city official may be related to one of the students. Since a student may be acquainted with a person being interviewed, both are more likely to be at ease. A drawback is that a person may not be completely candid, especially on a controversial issue.

Other problems may also occur in conducting a research study in a rural area or small town. The population available for a community survey is, by definition, a small one, and the research design should allow for problems associated with this characteristic. The number of businesses and other organizations in the community is likely to be limited; many of these may be only branch offices or open only at specific times. Even those people responsible for governing the community may hold full-time jobs unrelated to their official duties.

Despite these problems, conducting a social research project in a rural area can be beneficial to the students, the school, and the community. Given the limited resources and faculty in most rural schools, such a project, particularly one using an interdisciplinary approach, effectively utilizes the resources available. The community may be able to use the results of the study in planning for the future and will undoubtedly benefit from a more informed citizenry. The students benefit from the skills they acquire in designing and conducting the research. Additionally, the knowledge they gain about their community makes them more capable of understanding its problems and working toward their solutions.

APPENDIX A

Citizen Interview

Citizen Interview
1984 BioPrep Summer Program

Time:_____ Date:_____

Location:_____ Interviewer:_____

"Hello, I'm ___(name)___. I'm a high school student in a special program called BioPrep which is sponsored by the University of Alabama. We are researching attitudes toward life in ___(county)___. Do you live in ___(county)___?"

(IF NO) "Thank you. We're only interviewing county residents." Mark on tally sheet.

(IF YES) "Would you be willing to take a few minutes to answer some questions for me? We don't need your name, so all of your answers will be confidential."

(IF NO) "Thank you." Mark on tally sheet.

(IF YES, CONTINUE WITH QUESTIONNAIRE.)

---

1. Do you live in the city limits of ___(town)___? Yes No

   (IF NOT) In which part of the county do you live?_____

   _____

   (IF NOT) How often do you come to ___(town)___? _____

Demographics

2. How old are you? _____

3. Sex: Male Female

4. Race: Black White Other

5. What is the highest educational level you have completed? (How far did you go in school?) _____

6. Are you employed full time? Yes No
   (IF NOT) Are you -

   unemployed retired employed part time other (specify)_____

7. What is your occupation?_____

Citizen Interview (continued)

8. Here is a card with 6 income levels. Would you please tell me which number is closest to the level of your annual family income? _____.

(GIVE CARD.)

Is your income closest to:

1	0 - $ 4,999
2	$ 5,000 - $ 9,999
3	$10,000 - $14,999
4	$15,000 - $19,999
5	$20,000 - $24,999
6	more than $25,000

(TAKE CARD BACK.)

9. How many people live in your house?_____

10. Do you have running water in your house?

Yes No

(IF YES) Have you ever lived in a house without running water?

Yes No

(IF YES) How long ago?_____

11. Does your water come from

a public water system, a drilled (deep) well,

a dug (shallow) well, or another source?_____

12. Do you know where your water originates? Yes No

(IF YES) Where?_____

13. Is your house connected to a public sewer system? Yes No Don't know

(IF NO) What type sewage system do you have?

_____

14. In what town is your family doctor located?_____

15. If you had to go to the hospital, where would you go?_____

_____

16. Do you have health insurance? Yes No Don't know

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Citizen Interview (continued)

(GIVE CARD.)

Here is another card. This one has numbers which represent a scale from "excellent" to "poor." Please use this scale to answer the following questions.

SCALE:	1 Excellent	2 Above Average	3 Average	4 Below Average	5 Poor	DO NOT READ!! 6 Do not Know

17. How would you rate the overall quality of life in this county? Would you say it is . . .? (READ SCALE.) _____

18. How would you rate the performance of the (_____) County government? Would you say it is . . .? (READ SCALE.) _____

19. How would you rate the quality of health care in this county? Would you say it is . . .? (READ SCALE.) _____

20. How would you rate the availability of health care in this county? Would you say it is . . .? (READ SCALE.) _____

21. How would you rate the quality of the natural environment in this county? Would you say it is . . .? (READ SCALE.) _____

22. How would you rate your own awareness of environmental problems in this county? Would you say it is . . .? (READ SCALE.) _____

(TAKE CARD BACK.)

23. What do you see as the biggest problem facing this county?

_____

_____

_____

_____

_____

_____

Thank you.

APPENDIX B

Organization Interview

Suggested Questions for Organization Interviews

Interviewer:_____

County:_____ Date:_____

Name of organization:_____

Address:_____

Person being interviewed:_____

What is your title and how does that fit into the structure of your organization?_____

_____

What is the purpose of your organization?_____

_____

_____

_____

What are some of the things the public needs to know about your organization?_____

_____

_____

_____

_____

What are the primary segments of the population served by your organization?_____

_____

During the past year, about how many people have you served?_____

Are there seasonal differences, or is it about the same all year? (If there are seasonal differences) Why?_____

_____

_____

How is your organization funded?_____

_____

_____

When and how was your organization started?_____

_____

_____

_____

_____

How has it changed since then?_____

_____

_____

_____

_____

How does the quality and availability of water affect your organization?_____

_____

_____

_____

What effect does your organization have on the water supply in the county?_____

_____

_____

_____

What effect does your organization have on the general level of health in the county?_____

_____

_____

_____

(If none) In what ways could your organization affect the general level of health?

In what specific ways does your organization affect the environment (i.e., granting permits, building roads, attracting industry, etc.)?

How has economic and industrial development in the county over the last 10 years affected your organization?

In the last 10 years, how have changes in the size and make-up of the county population affected your organization?

What are some of the present problems of your organization, and how are you working to solve them?

What do you see as possible future problems, and what are some of the possible solutions?_____

_____

_____

_____

_____

_____

What do you see as the most important issues for your organization to be dealing with within the next 10 years?_____

_____

_____

_____

_____

Additional questions:

APPENDIX C

Daily Schedule

Daily Schedule

Week 1

Day 1 - A.M. - Orientation
Review last year and summer
Preview coming year and summer

P.M. - Skills oriented classes: photography, interviewing techniques, math, chemistry, etc.

Day 2 - A.M. - Community Analysis/Understanding Community Structure - How to conduct community studies
Using university facilities, collect data on county demography.

P.M. - Skill classes continued

Day 3 - A.M. - Develop Issue Evaluation plan of attack and practice procedures using questionnaires or other forms of data collection (tape recordings, data sheets, etc.)
Identify sites and resource personnel (examples are county health departments, community planning officer, courthouse, etc.)

P.M. - Skill classes continued

Day 4 - A.M. - Meet at central location in the community and proceed in small groups to "community connection" (doctor, lawyer, judge, school administrator, etc.) Have community leader give an overall presentation of his/her area. Document with notes and photographs.

P.M. - Guided tour of facilities. Each students is shown where and/or how to get specific information for next week's data collection.

Day 5 - A.M. - In community, have students meet official with direct responsibility or involvement in county issue (planning officer, health officer, environmental regulating official, etc.).
Students are given different views on the issue and are shown where and/or how to get additional specific information.

Week 2

Days 1-4	Community/Health Analysis using forms, questionnaires, other data collecting techniques (See attached). Students work in their community collecting specific information and documentation. Students begin each day by gathering at "contact agency", reviewing plans, and proceding with staff supervision.
Day 5	Sharing session with county group in central location. Have groups report. Assimilate raw data (with leadership from staff) and begin to draw preliminary impressions.

Week 3

Days 1-4	Students conduct in-depth issue study. They will visit sites of possible pollution and/or contamination, take samples, and gather information from authorities. They will conduct interviews with people of differing views, perhaps political figures, citizen interviews, public opinion surveys, etc.
Day 5	Sharing session with county group in central location. Have groups report. Assimilate some raw data (with leadership from staff) and begin to draw preliminary impressions.

Week 4

Days 1-5	On campus. Analyze data, compile interviews, photos, etc., and prepare Issue Evaluation Report and media presentations. After students have completed analyses, have political figures and other key officials participate in a University forum where students would prepare and ask questions concerning their county issue and other related concerns.
	Special classes Sports activities

APPENDIX D

Daily Schedule for Week One

DAILY SCHEDULE
June 10 - 15, 1984

Revised 5/25/84

PERIOD	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st period 8:30 - 9:30 AM		Math Lecture	A,B,C,D - Issue Class — Ala. Dept. of Environmental Management Dean Coggins	A,B - Math Lecture C - CE Lab D - Research Class — Doug, citizen int., ethics	Water Filtration Plant (WFP) Tours (5 groups) — See revised schedule on reverse.	Math Lecture
2nd period 9:40 - 10:40 AM		Issue Class — Alabama Conservancy	A - Corps of Engineers (CE) Lab B - Math Lecture C,D - Research Class — Interviewing skills, ethics, citizen,etc.	A,B - Research Class — Interviewing skills, ethics, etc. C - CE Lab D - Math Lecture	Math Lecture	Issue Class — U.S. Geological Survey
3rd period 10:50 - 11:50 AM		Math Tutorial — Test	A - CE Lab B - Lunch C,D - Math Lecture	A,B - Math Tutorial C - Research Class — Doug D - CE Lab	Research Class — Role play and discuss agency interviews	Math Tutorial
Lunch period 11:50 - 12:50		Lunch	A - Math Lecture B - CE Lab C,D - Lunch	A,B,C - Lunch D - CE Lab	Math Tutorial	Lunch
4th period 1:00 - 1:45 PM		Research Class — Orientation to summer project, agencies, etc.	A - Lunch B - CE Lab C,D - Math Tutorial	A,B - Research Class — Citizen interviews C - Math Lecture D - Lunch	Lunch	Research Class — Monday - Agency assignments for county work, journal, snags
5th period 2:00 - 3:15 PM	3:00 - 5:00 PM Registration**	Elective Class**				
6th period 3:30 - 4:45 PM		Elective Class/Sports Activities**				
Evening Activities 28	5:30 - 6:00 PM Orientation 6:00 - 8:00 PM Cook-out 8:30 - 9:30 PM Counselor/Small Group Meetings	6:30 - 8:00 PM Dr. Aycock & Mr. McCray Student Activity Committees	Swim Meet Popcorn Party	Water Witching Student Activity Committee Meetings	Dance	Students At Home 29

Figure 1

THURSDAY

<table>
<tr><th>Groups</th><th>8:30 - 9:30</th><th>9:30 - 10:30</th><th>10:30 - 11:30</th><th>11:30 - 12:30</th><th>12:30 - 1:30</th></tr>
<tr><td>I</td><td rowspan="2">Math Lecture</td><td>WFP Tour</td><td>Math Tutorial</td><td rowspan="2">Lunch</td><td rowspan="2">Research Class</td></tr>
<tr><td>II</td><td rowspan="2">Research Class</td><td>WFP Tour</td></tr>
<tr><td>III</td><td rowspan="3">Math Tutorial</td><td>WFP Tour</td><td>Lunch</td></tr>
<tr><td>IV</td><td>Research Class</td><td rowspan="2">Math Lecture</td><td rowspan="2">Lunch</td><td>WFP Tour</td></tr>
<tr><td>V</td><td>WFP Tour</td><td>Research Class</td></tr>
</table>

APPENDIX E

Daily Schedule for Week Four

Revised 5/25/84

DAILY SCHEDULE

July 2 - 6, 1984

PERIOD	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st period 8:30 - 9:30 AM		Math Lecture	Math Lecture		Math Lecture	Math Lecture
2nd period 9:40 - 10:40 AM		Research Class — Data analysis	Research Class — Data analysis		Research Class — Prepare reports	Research Class — Summary and conclusions (Doug, Rob, Harry)
3rd period 10:50 - 11:50 AM		Math Tutorial		Independence Day Holiday	Math Tutorial Test	Awards
Lunch period		Lunch			Lunch	
4th period 1:00 - 3:00 PM	3:00 - 5:00 PM Check-in and Room Assignments	Research Class — Data analysis	Research Class — Prepare reports	Plans will be made after registration when we know the number of students who will be here,	Research Class — Prepare presentations for forum	Free Time
5th period 3:15 - 4:45 PM		Sports Activities			Sports Activities	Sports Activities Check-out
Evening Activities	Basketball Tournament	6:30 - 8:00 PM Questionnaire	6:30 - 7:30 PM Scavenger Hunt		FORUM ON ISSUES RELATED TO LIFE IN WEST ALABAMA (county report)	Students at home
		Movie / committee meeting	Movie / Meeting or Bowling			

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Figure 2